

Texas Plan for Equitable Distribution of Highly Qualified Teachers

The *Texas Strategic Plan to Address the Teacher Shortage*, the state's long-range plan for addressing several related issues, also is hereby incorporated into this plan.

1. Data and Reporting Systems		
Inventory of current reporting systems		
Strategies	Resource	Status (Implemented, Proposed)
Collect and report data on teacher certification, hiring retention, service, counts, demographics, test passing rates, highly qualified status, and gaps in highly qualified status.	1. The State Board for Educator Certification provides a variety of data collections and reporting on hiring, retention, certification, and service. On-line generated reports specific to "who is teaching in Texas" type data are available at http://www.sbec.state.tx.us/reports/default.asp . Studies and formal reports related teacher to turnover, out of field teaching, teacher demand, demographics and shortages also are available on line at http://www.sbec.state.tx.us/SBECOnline/reprtdatarsrch/rptspdf.asp .	Implemented
	2. The Texas PK-16 Education Information Resource web site also offers reports related to teacher certification, counts, demographics, and test passing rate at http://www.texaseducationinfo.org/TPEIR/REPORTS/Reports_Educator.asp .	Implemented
	3. The Texas Education Agency collects highly qualified teacher and waiver/permit data at the campus level from LEAs in the state. Statewide, Region, and District aggregate, low-poverty, high poverty, low minority, and high minority reports are available on line at http://www.tea.state.tx.us/nclb/hqreport.html for 2004-05 beginning with the 2004-05 school year. Campus level summary reports also are available.	Implemented

2. Teacher Preparation									
Inventory of current policies and programs									
Strategies	Resource	Status (Implemented, In Progress, Proposed)	Target Subject or Group						
Continue Student Loan Forgiveness and Cancellation Opportunities for Teachers	<p>Teachers with certain types of student loans may qualify for partial loan forgiveness, deferment, or cancellation benefits. Eligibility for these benefits depends on the type of loan the teacher has, the date of his/her first loan, and whether the teacher serves in a designated low-income school or subject-matter teacher shortage area.</p> <p>Designated low-income schools are those with greater than 30% of enrolled students from low-income families, in districts that are eligible for Title I funds. The Texas Education Agency is required to inform the chief administrative officers at all elementary and secondary schools in the state of the teaching shortage area designations. The following are the Texas designated subject-matter teacher shortage areas for the 2005-2006 school year:</p> <table><tr><td>• Special Education</td><td>• Foreign Language (languages other than English)</td></tr><tr><td>• Mathematics</td><td>• Bilingual/ESL</td></tr><tr><td>• Science</td><td>• Technology Applications</td></tr></table> <p>Additional information is available at http://www.tea.state.tx.us/eddev/loanforgiv/.</p>	• Special Education	• Foreign Language (languages other than English)	• Mathematics	• Bilingual/ESL	• Science	• Technology Applications	In Progress	Special Education Mathematics Science Foreign Languages High poverty schools
• Special Education	• Foreign Language (languages other than English)								
• Mathematics	• Bilingual/ESL								
• Science	• Technology Applications								
Continue to expand and support high-quality alternative route programs	<p>1. The Teacher Advancement Program is focused on attracting, retaining, developing and motivating talented people to the teaching profession. TAP's goal is to draw more talented people to the teaching profession—and keep them there—by making it more attractive and rewarding to be a teacher. TAP provides the opportunity for good teachers to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom. At the same time, TAP helps teachers become the best they can be, by giving them opportunities to learn better teaching strategies and holding them accountable for their performance.</p>	In Progress							

	2. The Texas New Teacher Project (TNTP) creates and implements high-quality alternate routes to certification to attract and prepare exceptionally talented people from non-traditional backgrounds to teach, particularly for high need areas and hard-to-staff schools. They offer high-need certified teacher recruitment programs to help school systems address specific needs and vacancies in shortage area subjects such as math, science, and special education.	In Progress	High poverty school Mathematics Science Special Education
	3. Teach for America is the national corps of outstanding recent college graduates of all academic majors who commit two years to teach in urban and rural public schools, and become lifelong leaders in the effort to expand educational opportunity. Their mission is to build the movement to eliminate educational inequity by enlisting some of our nation's most promising future leaders in the effort.	In Progress	High poverty schools High minority schools
	4. To address the existing shortage of certified, high-quality teachers, there is a national movement called "transition to teaching" where mid-career professionals are attracted from their current places of employment to enter the teaching profession. These individuals are trained through rigorous, effective alternative certification programs and then mentored through their first two years of teaching by highly-successful veteran teachers. The transition teachers are prepared for the teacher certification examination and receive ongoing applied professional development throughout their two-year induction program. There is a high level of interest in the state of Texas to replicate these "transition to teaching" models.	In Progress	

3. Out of Field Teaching

Inventory of current policies and programs

Strategies	Resource	Status (Implemented, In Progress, Proposed)	Target Subject or Group						
Continue Student Loan Forgiveness and Cancellation Opportunities for Teachers	<p>Teachers with certain types of student loans may qualify for partial loan forgiveness, deferment, or cancellation benefits. Eligibility for these benefits depends on the type of loan the teacher has, the date of his/her first loan, and whether the teacher serves in a designated low-income school or subject-matter teacher shortage area.</p> <p>Designated low-income schools are those with greater than 30% of enrolled students from low-income families, in districts that are eligible for Title I funds. The Texas Education Agency is required to inform the chief administrative officers at all elementary and secondary schools in the state of the teaching shortage area designations. The following are the Texas designated subject-matter teacher shortage areas for the 2005-2006 school year:</p> <table><tr><td>• Special Education</td><td>• Foreign Language (languages other than English)</td></tr><tr><td>• Mathematics</td><td>• Bilingual/ESL</td></tr><tr><td>• Science</td><td>• Technology Applications</td></tr></table> <p>Additional information is available at http://www.tea.state.tx.us/eddev/loanforgiv/.</p>	• Special Education	• Foreign Language (languages other than English)	• Mathematics	• Bilingual/ESL	• Science	• Technology Applications	In Progress	Special Education Mathematics Science Foreign Languages High poverty schools
• Special Education	• Foreign Language (languages other than English)								
• Mathematics	• Bilingual/ESL								
• Science	• Technology Applications								
Discourage the hiring of out-of-field teachers in high-poverty, low-performing schools	The TEA will send notification to school districts with campuses in Title I School Improvement, strongly discouraging the hiring of out-of-field teachers and emphasizing the compliance requirement that all new (to the district) teachers hired on Title I campuses must be highly qualified when hired.	Proposed	High poverty schools						
Continue to expand alternative route programs to allow individuals with relevant training in hard-to-fill subjects to enter the profession	1. The Teacher Advancement Program is focused on attracting, retaining, developing and motivating talented people to the teaching profession. TAP's goal is to draw more talented people to the teaching profession—and keep them there—by making it more attractive and rewarding to be a teacher. TAP provides the opportunity for good teachers to earn higher salaries and	In Progress							

	advance professionally, just as in other careers, without leaving the classroom. At the same time, TAP helps teachers become the best they can be, by giving them opportunities to learn better teaching strategies and holding them accountable for their performance.		
	2. The Texas New Teacher Project (TNTP) creates and implements high-quality alternate routes to certification to attract and prepare exceptionally talented people from non-traditional backgrounds to teach, particularly for high need areas and hard-to-staff schools. They offer high-need certified teacher recruitment programs to help school systems address specific needs and vacancies in shortage area subjects such as math, science, and special education.	In Progress	High poverty school Mathematics Science Special Education
	3. Teach for America is the national corps of outstanding recent college graduates of all academic majors who commit two years to teach in urban and rural public schools, and become lifelong leaders in the effort to expand educational opportunity. Their mission is to build the movement to eliminate educational inequity by enlisting some of our nation's most promising future leaders in the effort.	In Progress	High poverty schools High minority schools
	4. To address the existing shortage of certified, high-quality teachers, there is a national movement called "transition to teaching" where mid-career professionals are lured from their current places of employment to enter the teaching profession. These individuals are trained through rigorous, effective alternative certification programs and then mentored through their first two years of teaching by highly-successful veteran teachers. The transition teachers are prepared for the teacher certification examination and receive ongoing applied professional development throughout their two-year induction program. There is a high level of interest in the state of Texas to replicate these "transition to teaching" models.	In Progress	
Continue to implement the Memorandum of Understanding between TEA, SBEC, and Spain's Ministry of Education and Science that enables	The partnership between the Texas Education Agency and the Ministry of Education of Spain began in 1987 with the implementation of the Summer Institutes program, and was validated further with the signing of a Memorandum of Understanding (MOU) in 1997. Products of this cooperation include a Resource Center for teachers at the	In Progress	Bilingual/ESL Spanish (Foreign Language)

districts to recruit and hire qualified international teachers	<p>University of Houston, summer institutes for Texas teachers held at universities in Spain, a teacher exchange program, a visiting Spanish consultant at the Agency, and a number of other educational programs designed to improve and expand the teaching of the Spanish language and culture in Texas, as well as the teaching of the English language and culture in Spain. Hundreds of Spanish and Texas teachers have benefited every year from the richness and quality of these exchange programs. The Texas/Spain Visiting Teacher Program has brought hundreds of teachers to Texas school districts since 1998.</p> <p>The AP Spanish Language Courses, The Teacher Assistant Program, The Spanish Academies Program (or the Language Training Programs for teachers of Spanish as a Foreign Language or Spanish speakers) are examples of new programs that are being introduced as a result of this collaboration and that will be added to the programs now recognized as part of the Texas-Spain Initiatives.</p>		
Disseminate information about other federal, state, or local initiatives intended to reduce out-of-field teaching in hard-to-staff schools	<p>Texas Troops to Teachers (TTT) is a federally funded program designed to assist retiring and separating military veterans to become teachers in their next careers. Texas leads the nation in the number of veterans who have become teachers, with over 2,400 hired since 1996.</p> <p>The office also has implemented an Internet Database of Teacher Vacancies, to which over 900 school districts have posted professional positions. TTT has become a significant asset for public education as it taps a pool of highly effective, dedicated, mature, and experienced individuals to lead and teach public school students. Additional information is available at http://www.esc13.net/troops/.</p>	In Progress	
Continue to implement mentoring and induction for teachers of hard-to-fill subjects in low-performing schools	TEA identifies master teachers in math, science, and reading at low-performing schools and rewards them for coaching less-experienced colleagues. Teachers who become certified as Master Teachers may receive state stipends (up to \$5,000) for mentoring fellow teachers part-time while they continue to teach.	In Progress	Reading/Language Arts Mathematics Science
Continue targeted intensive professional development to	The Texas Teacher Quality Grant Program projects are comprised of an intensive summer component (2-4 weeks) focusing primarily on content and an	In Progress	Mathematics Science

out-of-field teachers in high-need schools	<p>academic year component blending content and discipline related pedagogy. By statute, project partnerships must include a faculty member from an Arts and Science department or college, a faculty member from an education department or college and a high-needs school district. The LEA must meet the poverty threshold established through census data and also have a high percentage of teachers teaching out of field. Specifically, the Teacher Quality Grants Program provides assistance to help teachers and other staff gain access to professional development, in core academic subjects, that:</p> <ul style="list-style-type: none"> • is sufficiently sustained, intensive, and of high quality to have a lasting and positive effect on the teachers' classroom performance; • is tied to challenging state content standards and challenging state student performance standards; • is integrated into the systemic reform efforts of states, school districts, and individual schools; • reflects recent scientifically based research on teaching and learning; • includes strong academic content and content-specific pedagogical elements; • incorporates activities and effective strategies for serving historically underserved and underrepresented populations to promote learning and career advancements; and • is part of the everyday life of the school and creates an orientation toward continuous improvement throughout the school. 		High-need schools
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4. Recruitment and Retention of Experienced Teachers			
Inventory of current reporting systems			
Strategies	Resource	Status (Implemented, In Progress, Proposed)	Target Subject or Group
Continue to implement teacher compensation system to reward teachers willing to take on more challenging assignments	The Governor's Excellence Awards program is a merit pay program to reward teachers financially for raising student achievement in high-poverty schools.	In Progress	High poverty schools
Continue to offer programs to allow LEAs to rehire retired teachers specifically to work in high-need schools	<p>In an effort to assist districts in their recruiting and staffing efforts, §824.602 of the Government Code allows retired educators to return to full employment with Teacher Retirement System (TRS) covered employers without experiencing restrictions to, or loss of, benefits as long as certain conditions are met.</p> <p>A key component concerning individuals who retired after January 1, 2001, relates to areas of acute teacher shortage, currently defined as mathematics, science, special education, languages other than English (Foreign Languages), Bilingual/English as a Second Language, and Technology Applications. Additional information is available at http://www.tea.state.tx.us/eddev/retire/ComLetter2004.doc.</p>	In Progress	Mathematics Science Special Education Foreign Languages Bilingual/ESL
Continue to offer programs to support new teachers and increase teacher retention	<p>As an initiative of the State Board for Educator Certification (SBEC), Texas Beginning Educator Support System (TxBESS) is a comprehensive induction program that has proven to be highly effective in retaining Texas teachers. TxBESS began in 1999, and since that time has served approximately 10,000 beginning teachers in over three-hundred school districts.</p> <p>Beginning teachers, teachers new to a district and/or assignment, mentor teachers, principals, district administrators, the Community, and students all benefit from the systemic initiative to support beginning teachers. The standards-based trainings, including mentoring, professional development, and formative assessment are included in a complete kit of training materials for trainers, mentors, principals, district administrators, school board</p>	In Progress	

	<p>members, campus and district mentor coordinators, and beginning teachers.</p> <p>The research-based program complies with federal requirements in NCLB and focuses on instruction and improving student achievement. It is extremely flexible and can be adapted to meet local needs, including assisting teachers in improving content knowledge and skills.</p> <p>Evaluation reports on the TxBESS program are available at http://www.sbec.state.tx.us/SBECOnline/txbess/evalrpt.asp.</p>		
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5. Professional Development/Specialized Knowledge and Skills

Inventory of current reporting systems

Strategies	Resource	Status (Implemented, In Progress, Proposed)	Target Subject or Group
Continue to implement statewide teacher coaching programs to assist teachers in the lowest-performing schools	TEA identifies master teachers in math, science, and reading at low-performing schools and rewards them for coaching less-experienced colleagues. Teachers who become certified as Master Teachers may receive state stipends (up to \$5,000) for mentoring fellow teachers part-time while they continue to teach.	In Progress	Mathematics Science Reading
Continue targeted intensive professional development to under prepared teachers	<p>The Texas Teacher Quality Grant Program projects are comprised of an intensive summer component (2-4 weeks) focusing primarily on content and an academic year component blending content and discipline related pedagogy. By statute, project partnerships must include a faculty member from an Arts and Science department or college, a faculty member from an education department or college and a high-needs school district. The LEA must meet the poverty threshold established through census data and also have a high percentage of teachers teaching out of field. Specifically, the Teacher Quality Grants Program provides assistance to help teachers and other staff gain access to professional development, in core academic subjects, that:</p> <ul style="list-style-type: none"> • is sufficiently sustained, intensive, and of high quality to have a lasting and positive effect on the teachers' classroom performance; • is tied to challenging state content standards and challenging state student performance standards; • is integrated into the systemic reform efforts of states, school districts, and individual schools; • reflects recent scientifically based research on teaching and learning; • includes strong academic content and content-specific pedagogical elements; • incorporates activities and effective strategies for serving historically underserved and underrepresented populations to promote learning and career advancements; and 	In Progress	Mathematics Science High-need schools

	<ul style="list-style-type: none"> is part of the everyday life of the school and creates an orientation toward continuous improvement throughout the school. 		
Continue professional development in the content areas and pedagogical components for teachers in high poverty schools	Regional ESCs will offer training in content area knowledge and skills as well as pedagogy in the core academic subject areas, focusing on teachers in high poverty and high need schools.	In Progress	All core academic subject areas

6. Working Conditions

Inventory of current reporting systems

Strategies	Resource	Status (Implemented, In Progress, Proposed)	Target Subject or Group
Strengthen leadership in schools in need of improvement	<p>1. Beginning in the 2006-07 school year, campuses entering Stage 1 of Title I School Improvement, as mandated by No Child Left Behind, will participate in the Campus Administrator Mentoring Program.</p> <p>Campus principals are required to participate in the Campus Administrator Mentor Program (CAMP) and will receive on-site visits and follow-up contacts from administrative mentors as a component of leadership development. The mentors will work closely with the principal to build a relationship of trust, to encourage individual capacity for leadership, and to target school improvement.</p>	Beginning in 2006-07	High poverty schools SIP Schools
	<p>2. Campuses in Stage 2 School Improvement or above are required to contract with a state-approved external technical assistance provider (TAP) who serves as a hands-on consultant working with campus administration and faculty to guide the school through the improvement process. The TAP works to create a collaborative and positive school environment by developing increased leadership capacity in administrators, and by building content knowledge in teachers to establish a teaching-learning community. The TAP uses a broad knowledge of scientific or evidence based resources and materials to address the range of administrative, curricular, or instructional needs that might be present on the campus.</p>	In Progress	High poverty schools SIP Schools
Reduce disparities in resources across districts by reimbursing teachers for classroom supply expenses	The Texas Classroom Supply Reimbursement Grant Program provides up to \$200 per teacher or campus library media specialist for reimbursement of out-of-pocket supply purchases. Local LEAs must match the amount awarded by the state. The program is administered for TEA by Region 20 ESC.	In Progress	High Poverty Schools High Minority Schools

7. Policy Coherence

Inventory of current reporting systems

Strategies	Resource	Status (Implemented, In Progress, Proposed)	Targeted Subject or Group
Continue to monitor equitable distribution to ensure that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children	TEA will incorporate indicators related to equitable distribution of teachers into the Initial Compliance Review desk audit that is used for determining NCLB compliance and interventions in the PBM system. The indicators will annually review the data reported in the Highly Qualified Teacher Compliance Report comparing high/low poverty campuses and high/low minority campuses.	Begin 2006-07	High Poverty Schools High Minority Schools
	TEA will implement Section 2141 interventions as described in the state's Revised Plan for Meeting the Highly Qualified Teacher Goal.		
	TEA will implement the Continuous Improvement Planning Process for highly qualified teachers as described in the state's Revised Plan for Meeting the Highly Qualified Teacher Goal.		
Ensure more stringent review of LEA application requirement to reserve 5% of Title I, Part A funds, unless a lesser amount is needed, for teacher quality	TEA will require documentation, during the application negotiation process, that either Title I, Part A funds or other program funds are reserved for teacher quality if the LEA has not met the 100% highly qualified requirement.	Begin 2006-07	High Poverty Schools High Minority Schools SIP Schools

8. Evaluation**Measures to evaluate and publicly report progress:**

Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
Continue implementation of highly qualified reporting on web site.	Division of NCLB Program Coordination, TEA	None added	Web Site Posting Press Release	September
Continue to increase percentages of classes taught by highly qualified teachers.	Division of NCLB Program Coordination, TEA	None added	Web Site Posting Press Release	September
Continue to decrease the gap in the percentage of classes taught by highly qualified teachers between low/high poverty campuses and low minority/high minority campuses.	Division of NCLB Program Coordination, TEA	Professional development and technical assistance to LEAs	Web Site Posting Press Release	September